Re: Content – text vs gui

Ferdi Serim (*ferdi@tigger.jvnc.net*)
Fri, 13 Sep 1996 08:42:28 –0400 (EDT)

```
HI all,
In practical terms, providing new users with WWW browser access (gui)
reduces the required investment in "training" significantly (in our case,
working with 300 teachers, it has reduced this aspect by 90%), allowing
resources to be directed to "professional development" (meaning learning
how to use the new capabilities to strengthen student achievement).
Don't go for less than IP to the desktop in what you offer.

Ferdi Serim
Computer Teacher/Coordinator
Princeton Regional Schools
ferdi@tigger.jvnc.net
```

Re: Free Email

Marty Tennant (*marty@sccoast.net*)
Fri, 13 Sep 1996 08:53:46 −0700

```
Travis Thompson wrote:

> Another company by the name of
> Freemark (i think) also provides free email service, although we have not
> tried it and do not know how it compares to Juno.

I've looked at FreeMark too.  They don't have an 800 number for those
not close to a local call point.  Until they fix this, Juno is the
way to go, if you want truly free email.

I am really impressed how Travis has brought students together
as a technical resource for installing and promoting JUNO.

Very creative!!!

> One thing is for sure
> now is probably not the most opportune time to sign long term service
> contracts for Internet access.

If all you need is email, I agree.

Marty Tennant
```

Cash grants or vouchers?

Ken Hammer (*ken.hammer@ConnRiver.net*)
Fri, 13 Sep 96 09:35:49 –0500

```
>>Should there be cash grants or vouchers available directly to
schools or school districts?

Not from the FCC's Universal Fund.  If such financing is provided by
the states it should be as the consequence of taxes the State was
willing to impose and that the educational system had justified to the
taxpayers as prudent and effective educational expenditures.  The
Federal government should not use this "benevolence" as another means
of extension of its power.

--
---------------------------------------------------------------
K.F.Hammer Associates                             Ken Hammer
management consultations          St. Johnsbury, VT  05819
---------------------------------------------------------------

**   No matter how much you do, you never do enough.
```

Discounts to providers?

Ken Hammer (*ken.hammer@ConnRiver.net*)
Fri, 13 Sep 96 09:38:15 −0500

<>Should Universal Service subsidies extend to groups which provide
educational materials or support for educational organizations, such as
universities and colleges or community centers?

Absolutely not. Before we pursued this path very far we would be
destroying competition and the private economy by selective subsidies.
The subsidies would also have become so prevalent as to be totally
unaffordable (or insignificant since all list prices would rise to
provide the universal discounts.)

```
--

---------------------------------------------------------------
K.F.Hammer Associates                              Ken Hammer
management consultations        St. Johnsbury, VT  05819
---------------------------------------------------------------

**   Ignorance or Apathy?  I don't know, and I don't care!
```

State approved technology plans?

Ken Hammer (*ken.hammer@ConnRiver.net*)
Fri, 13 Sep 96 09:43:45 –0500

```
<>Should school districts have to complete state-approved
technology plans in order to qualify for Universal Service subsidies?
```

Absolutely not.

Approvals would stifle initiative and creativity. They would gradually
force plans into a mold established by prior approvals. They would
slow down implementation. They would tend to drive plans to grandiose
structures rather than humble seeds intended to grow. They would add
still more power to those who covet political influence. They would
gradually concentrate influence in the larger State systems as exists
with text books. Enough? I'll stop anyway.

```
--
-----------------------------------------------------------------
K.F.Hammer Associates                              Ken Hammer
management consultations          St. Johnsbury, VT   05819
-----------------------------------------------------------------
```

** He who laughs last thinks slowest!

Re: Free Email

Travis Thompson (*etechojt@juno.com*)
Fri, 13 Sep 1996 12:59:03 EDT

```
On Fri, 13 Sep 1996 08:53:46 -0700 Marty Tennant <marty@sccoast.net>
writes:
>
>I've looked at FreeMark too.  They don't have an 800 number for those
>not close to a local call point.  Until they fix this, Juno is the
>way to go, if you want truly free email.
>
```

In that case Freemark could be quite costly even for those who do not
travel, as some local telcos charge by the minute for certain local
calls.

```
>I am really impressed how Travis has brought students together
>as a technical resource for installing and promoting JUNO.
>
```

Actually, the credit belongs to our first group of eTechOJT students who
brained stormed among themselves and decided to form a youth run business
association called FutureTech. Software installation is there first
entrepreneurial venture. FutureTech also provides on-site installation
for MS Internet Explorer and Pegasus, which saves new users $$$ and
provides a higher quality emailer than is available commercially. Of
course they also earn good wages even though they provide their services
at a discount on the high cost new users are usually charged for
technical support and training.

```
>Very creative!!!
>
```

I have forwarded your email to FutureTech. They will appreciate your
compliment and so do I.

```
>> One thing is for sure
>> now is probably not the most opportune time to sign long term
>service
>> contracts for Internet access.
>
>If all you need is email, I agree.
>
```

Agreed. But watch out for FutureTech - the youth may figure out a way to
team with Juno and offer free web browsing, by redeeming coupons at the
local supermarket!

Any pointers and/or ideas on how to best spread the word about what

FutureTech is doing to other youth/students who may be interested would
be appreciated.

>Marty Tennant
>

Regards,
Travis

Discounts for schools and libraries?

Ken Hammer (*ken.hammer@ConnRiver.net*)
Fri, 13 Sep 96 09:46:27 –0500

```
<>Should there be an "E-rate" (educational rate) defining
special discounts for schools and libraries?

If I understand the "E-rate" I believe so.  By E-rate I assume you mean
a published rate available to all those who qualify within the service
area of a telcom provider.  That would eliminate the hassles of
negotiation for each district and the confusion of multiple rates in
rate hearings.

If you mean a federally stipulated rate, I think not.


--
----------------------------------------------------------------
K.F.Hammer Associates                            Ken Hammer
management consultations         St. Johnsbury, VT   05819
----------------------------------------------------------------

**   I'm not young enough to know everything anymore...
```

Re: Checking in re us-nd

Jerry Snyder (*jls@sdp2*)
Fri, 13 Sep 1996 09:54:44 -0400

```
>To:Laurie Maak <laurie@info-ren.pitt.edu>
>From:jls@sdp2.philsch.k12.pa.us (Jerry Snyder)
>Subject:Re: Checking in re us-nd
>
>Laurie,
>
>I recently sat thru a 2 day seminar entitled, the Telecommunucations Act of
>1996: What It Means to Local Governments, sponsored by the National League of
>Cities.  I was frankly hoping that this online seminar would have revealed
>efforts of schools/districts, IU's, etc to put our case before the FCC and the
>states' PUC's.  Discussions of wireless or pilots or small grants don't cut it
>when the Act was to impact the entire K-12 infrastructure.  As was pointed out
>at the NLC seminar, you can bet that every RBOC, as well as every other
>carrier (common and otherwise) is appearing before these regulatory
>commissions putting forth their case that K-12 ought to get some minor
>discounted rate while they reap enormous profits from deregulation.
>
>Unless we get our act together, the promise of the "Act" will only come to
>those who's PACs and lobbyists have sold the regulators with their one-sided
>story.
>
>Jerry

Jerrold L. Snyder
School District of Philadelphia
Network Systems and Telecommunications
734 Schuylkill Ave.
Philadelphia, PA 19146

PH   (215)875-3789
FAX  (215)875-3787
```

RE: State Approved Technology Plans

Jim Wiljanen (*wiljanen@mdenet.mde.state.mi.us*)
Fri, 13 Sep 1996 17:55:54 -0400

In the Universal Service digest that arrived on September 13, there
was a question to which Ken Hammer responded...

Q: Should school districts have to complete state-approved
    technology plans in order to qualify for Universal Service
    subsidies?

KH: Absolutely not.
    Approvals would stifle initiative and creativity. They would gradually
    force plans into a mold established by prior approvals. They would
    slow down implementation. They would tend to drive plans to grandiose
    structures rather than humble seeds intended to grow. They would add
    still more power to those who covet political influence. They would
    gradually concentrate influence in the larger State systems as exists
    with text books. Enough? I'll stop anyway.

That's certainly a well-crafted reply, but I'm going to take some issue
with it anyway. Maybe people want to think again if they are concerned about
statewide connectivity and interoperability, about creating and operating
networks that can "talk" with districts in other parts of the state or even
the county. I'm certainly not lobbying for districts having to complete
"state-approved technology plans," but district technology planners often
seek guidance on distance learning technologies, services, products and
specifications to avoid having their networks become "islands" that may
serve the district's internal communication needs, but do not allow
seamless contact with the outside world. I'm not in disagreement with
Ken, but do encourage consideration of some kind of statewide
perspective (or national perspective, as the case may be).

Jim Wiljanen
wiljanen@mdenet.mde.state.mi.us

Definitions: Functions or Specific Services?

Jim Wiljanen (*wiljanen@mdenet.mde.state.mi.us*)
Fri, 13 Sep 1996 18:17:08 –0400

Perhaps this has been included in previous discussions or
might be in future topics that Bob has lined up, but I hope
the topic isn't out of place here...

As people give thought to the concept of Universal Service
and how it should be defined, what services included in the
definition and so forth, there is sometimes a tendency to focus
on technologies with which we are aware and familiar today, or
even those coming online that we're read or heard about. I
see this approach as particularly narrow, especially in a field
marked with such a rapid rate of innovation as telecommunications.

Instead of emphasizing services or technologies that we can point
to—dialtone, touchtone, ATM, ISDN, wireless, etc.—people will
occasionally define their needs in terms of what they want to
accomplish using technology. I think this would be something of
a challenge regarding the national debate on Universal Service,
but to the degree that functions can be incorporated into the
definitions it would seem to provide an opportunity for a
continuing evolution of how the definitions/functions
could be addressed by the next wave of technological
innovation (and the one after that, and so on).

Jim Wiljanen
wiljanen@mdenet.mde.state.mi.us

Re: Free Email – NOT!

Betty Dawn Hamilton (*bhamilt@tenet.edu*)
Fri, 13 Sep 1996 19:45:46 –0500 (CDT)

On Fri, 13 Sep 1996, Marty Tennant wrote:

> I've looked at FreeMark too. They don't have an 800 number for those
> not close to a local call point. Until they fix this, Juno is the
> way to go, if you want truly free email.

Well, I have learned my lesson in using 800 numbers! My husband signed on
to AOL before we were eligible for a local number. The fine print in the
software that we used said that if local access was not available, we
could access an 800 number for $4.95 per hour. We thought that was
expensive but it was something we really wanted to learn about, so he
signed up.

Our AOL bill ran about $30 per month — not too bad for the length of time
he was online. When we cancelled, our Master Card showed the final month's
bill to be $130! We finally received an itemized bill and I called for
an explanation. "She" said that the 800 number was $6.00 per hour and a
$ .10 per minute surcharge. Consequently, we aren't recommending a
commercial provider for ANY beginner. That's why I was so pleased to
find Juno. At least I can get non-educators on with e-mail; our
educators qualify for a Tenet account.

I *did* recommend that AOL correct their software instructions. "She"
said we must have used an old program — but it was the most recent one
that had been mailed to us. Well.....we learned; I will be a bit wiser
as I instruct others in internet access.

                Betty Dawn Hamilton * bhamilt@tenet.edu * 806.637.4523
    Learning Resources Specialist * Tenet Master Trainer * Brownfield High School
                        701 Cub Drive * Brownfield, TX 79316

Re: us-nd-digest V3 #3

Kevin & Pam Kurtz (*kurtz@quiknet.com*)
Tue, 1 Oct 1996 18:22:16 -0700

```
>
> >          * Should there be an "E-rate" for schools and libraries?
>
I see this as the only way many schools can afford internet and email
access. With limited funds available we are forced to prioritize the
programs that we expend money on. However, I also believe that there should
be various levels of service provided. I'm at a K-5 elementary site. We
have a UUCP mail system which allows all students to have an email account.
The UUCP connect has been provided free by a local provider. In addition,
this provider has given us web space. We, on the other hand, do pay for web
access. We also encourage our parents, who desire connections, to use
Quiknet, our provider. Currently, we only have one account for web access.
I don't have the funds available to provide more that that to the entire
staff.

I've often thought that we could somehow offer a trade for web access. For
example, and I'm not sure of all the logistics here, etc., we could provide
the space where a provider could have a group of community lines and modems
sitting for the community to tie into. In return, we could have access to
one or more connections (particularly one ISDN line to the school site. I
wonder if there are other ways we could support the providers in exchange
for their services.
>
> >          * Should there be a requirement for state-approved
> >                  technology plans?

I don't believe that a full-blown plan should be in place for individual
schools requesting services. However, schools should be able to write up a
simplified plan that shows how they plan on using the connections
justifying web access and/or email access. What I have found is that there
are only so many ways these services can be used and so many ways you can
write up a plan. Districts, on the other hand, should be able to
substantiate how they are going to use the services and how they can
adequatly service all their schools with an internet connection. As a
result, if a district applyies for services they should have a more
detailed plan in place.
>
> >          * Should Universal Service subsidies apply to groups
> >                  which provide materials and services to schools
> >                  and libraries as well as to the schools and
> >                  libraries themselves?
>
> No, I don't think so.  Even though many of these organizations are
> not-for-profits, they have the ability to raise revenue that can support
> the development of their own technological infrastructures.  Our priority
> should be connecting schools and public libraries to ensure community
> access to networking resources.

I would agree with this.
```

>   Many libraries are providing e-mail access for the homeless. It is
>   possible to use schools (after hours) and community centers for
>   providing email access. Washington State and New York City are
>   examples of communities that are providing public access through
>   libraries. Homeless person have as much right as anyone else to use

>   PUBLIC facilities.

I would questions providing this service through our K-12 public school
sites. These campuses need to be somewhat secure for the safety of the
students. However, I would be a proponent of havin access available to the
school community and the families that the school serves. Schools can also
serve as satellites for local colleges, etc. which could make use of these
connections.

> >Betty Hamilton, LRS   bhamilt@tenet.edu said:
> >I happen to enjoy text-only because I find it efficient for mail
> >management and moderating educational discussion groups on Tenet.
> >I also understand that text-only is not *glamourous* enough to get
> >much attention from beginners.

I feel there should be different levels of service available and a way to
setup creative service agreements. Most of the schools in our county
connect to the county office of education through high-speed lines. With
internet provided to the county this can then be served out to the
districts who would serve out to their individual schools.

To insure all students have access, one school might use a UUCP-style
connection while others might use a full connection. Needs should drive the
type of connection.

RE: State Approved Technology Plans

Betty Dawn Hamilton (*bhamilt@tenet.edu*)
Fri, 13 Sep 1996 20:10:33 –0500 (CDT)

```
> Q:  Should school districts have to complete state-approved
>      technology plans in order to qualify for Universal Service
>      subsidies?
```

Perhaps *state-approved* is the keyword here. I agree that a school can't
charge willy-nilly into technology without *some* kind of plan. That just
is not cost efficient. We must have short, middle, and long range plans
(long range plans being visionary yet amenable to change) of some sort.
Perhaps a state-designed document is not necessary, but I do not think
money should be given unless a district has a plan that shows thought,
research, and planning that comes from *stake holders*. Notice that
"stake holders* is *plural*. No.....*a* state-approved plan may not be
necessary, but a "workable" plan certainly is!

```
        Betty Dawn Hamilton * bhamilt@tenet.edu * 806.637.4523
Learning Resources Specialist * Tenet Master Trainer * Brownfield High School
             701 Cub Drive * Brownfield, TX 79316
```

Internet content?

Sandy Brooks (*sbrooks@wesleyan.edu*)
Fri, 13 Sep 1996 21:59:16 –0400

I'm afraid I'm finding most of this discussion over my head, but I'm trying
to absorb what I can! The following quote from the homepage summary of "week
two" caught my eye:

>Educational Basis. Many of the participating teachers and librarians
>continued >to emphasize the educational goals of a widespread deployment
>of >telecommunications technology. Several suggested that Universal
>Service >subsidies should cover the evaluation of programs which employ
>this technology. >This is another topic which deserves further discussion,
>even though it would >appear at first glance to be far-removed from
>traditional telecommunications >services.

Many schools and libraries are very gung-ho to get on the Internet.
However, what content are they intent on accessing? There is some
excellent stuff on the Net, and some real garbage. In library collections,
someone with some training has supposedly made well-thought-out decisions
on what to purchase. On the Internet it's a free-for-all. Maybe that's as
it should be, but I don't like the idea of my hard-earned tax dollars
subsidizing just anyone who wants to get on the Internet to "surf the Web"
because it's the hip thing to do, or have students killing study hall time
in chat rooms, or worse yet, have students using the Internet for bona-fide
educational purposes and finding misinformation. I'm not in favor of
subsidies financing a "cleansing" of the Internet of any sort, but I would
expect those receiving subsidies to be giving serious consideration to how
to implement selection criteria for what their subsidized lines have access
to, especially in a school setting. Maybe this is what others have meant
by "evaluating programs which employ this technology." If so, I agree the
programs need to be evaluated – I don't know that I agree this should be
subsidized. I think of a subsidy as kind of a "matching grant" – you get
something good, and you have to be willing to put something into it as
well, like maybe the hardware, or the training, or the on-going support, or
the evaulation of programs, or whatever.

Sandy Brooks
sbrooks@wesleyan.edu

- **Previous message:** <u>Betty Dawn Hamilton: "RE: State Approved Technology Plans"</u>

Re: Welcome to Week Three of the On-line Seminar

Tom Hibbs (*thibbs@k12.colostate.edu*)
Fri, 13 Sep 1996 22:40:06 –0600 (MDT)

I've been trying to establish in my own mind what made my subsidsed connection
a success.

1)   I had to want it!!!

2)   There has been support that is experienced and appropriate. We have had
another connection grant in the area that is not experienced and that grant has
not worked as well.

3)   The district did not have to support me (although the grant said so), but
it did and we are moving (5 years later) toward full inclusion of our district.

4)   The people made the difference.

5)   It isn't easy and the process is long.

6)   We have individually interested teachers using the Internet.

In general, a true give–away will probably be wasteful. But a grant, based
on participation,
will probably be best. There needs to be a 2 to 5 year maturation period.
Don't compete with private resources, but provide money to buy from those
resources. Then we will actually
generate universal services. The grants should include a "real" resource
for support!

Hope this is concise enough.

Tom Hibbs
1995 PAESMT, Colorado

E-rate/Greatest Benefits

Frank Odasz (*franko@bigsky.dillon.mt.us*)
Sat, 14 Sep 96 11:03:19 MDT

As a longtime supporter of connectivity in schools and libraries
I would like to raise a few cautions.

Students spend about 19% of their time in school. Without
connectivity from the home, their self-directed lifelong learning
capabilities for themselves and particularly their families are
severely curtailed. Teachers need home-based connectivity because
that's the ONLY place they'll have time to teach themselves new
skills.

If color Pentium laptops are available in a year's time, as
predicted, for $500, it will become increasingly obvious that
teachers, students and all learners will optimally benefit from
personal mobile computers. Lease-to-own programs with payments
possible through providing community service training make sense.

Most citizens don't frequent their public libraries. While
community computing centers are needed to support those without
alternatives, home-based telecomputing is the goal we should be
shooting for. The question stands as to what to do if the local
library, as in my town, just isn't interested in providing
Internet access, training and technical support to citizens?!!

As a prerequisite to receiving the E-Rate, schools and libraries
should be tasked with community outreach/training activities
which require them to share their connectivity, hardware and
expertise with the broader community. In Canada, 2,000 students
were funded to raise the teleliteracy of local businesses. 1500
rural communities will receive $30,000 for community networking
efforts, to involve schools, libraries, *<HOMES>*, and virtually
all possible community groups and organizations.

On training, E-Rates should be tied to verification that adequate
training will be available on an ongoing basis. Nationally
disseminated online lessons would be a rather obvious delivery
method; Internet multimedia, CDROMS, video, etc. Why should
everyone waste time reinventing the wheel?

As a society, we still don't know how to work together online
productively, yet. I'd like to make the point that we're a
passive preliterate video society evolving toward becoming a
proactive literate society.

Email is the most scaleable, affordable, and powerful
connectivity tool we have today, and its been around for over a

decade. While the web is simple to use and motivational for
beginners, the real power of functional information and
interaction continues to text-based. Powerusers turn off the
images on their browsers to speed up their searching time since
its the textual information that will usually most benefit them.

This awareness has to be taught. What people need is not always
what people think they want. Email alone, without some type of
group conferencing plan to allow people to come together easily
online, falls short of the potential for true community
networking.

On wireless solutions, as with measuring purposeful public
problem-solving dynamics, we can't assume anything. We need many
testbed projects to measure and validate what actual scaleable
solutions exist. If only a fraction of what we've heard about
wireless is true, we should all still be demanding major testbed
initiatives.

Sincerely,
Frank Odasz
Director of Big Sky Telegraph

```
 \  /
  -  >>>>--Big Sky Telegraph--> Welcomes your imagination!
 /  \  Frank Odasz; franko@bigsky.dillon.mt.us
 Western Montana College of the University of Montana
 >>>-NEW--> http://macsky.bigsky.dillon.mt.us/
 Telnet: 192.231.192.1 Dialup:406-683-7680, Type bbs
```

SCANS and Universal Service

EricElert@aol.com
Sat, 14 Sep 1996 22:04:44 -0400

As Betty mentioned re: SCANS (Secretary's Commission on Achieving Necessary Skills) form the Dept. of Labor in April, 1992 has been held as a landmark study. The report identifies Foundation Skills as basic skills, thinking skills, and personal qualities that students should master. It also identifies workplace competencies of effectively using resources, interpersonal skills, information skills, understanding systems and technology as critical follow up skills into adulthood.

The report even has an exhibit included that provides sample assignments of how to integrate scans competencies into the core curriculum areas. However, like so many other educational initiatives whose ideas seem so wonderful, the execution and implementation leave a lot to be desired. I suspect this is simply the price we pay for the freedom to choose locally what we believe serves our community best.

Whether it serves any greater plan has little to do with how we implement learning experiences one child at a time. How (or why) do we attempt to develop a national plan for Universal Access in this environment? Won't market forces address this?

Internet Survey Results

Bill Cosh (*bcosh@wasb.org*)
Sat, 14 Sep 1996 23:22:41 –0700

Hi Everyone –

I just finished tabulating the results of an Internet survey I
conducted. I thought the group might find it of interest, especially
given this week's topics.

In January Gov. Thompson pledged in his State of the State address to
have half of all Wisconsin public high schools connected to the Internet
by the time school began this fall. We wanted to see how close he came
to making that goal, so I surveyed all 435 public high schools in
Wisconsin. We received a 100% response. The results follow:

Number of High Schools Connected to The Internet By The Time School
Began This Fall: 358 out of 435 high schools, 82.3% (Note: an
additional 18 high schools hope to be connected by January 1, 1997,
bringing the total percentage to 86.4% Often, this access may be limited
to one line for a single computer in the school library).

Number of High Schools With Direct Internet Access: 109 high schools,
25.1%

Number of High Schools That Pay Long Distance Phone Charges to Access
The Internet: 56 high schools, 12.9%

Number of High Schools With Greater Than 75% of Their Classrooms
Connected to the Internet: 65 high schools, 14.9%

Number of High Schools With Internet Access For Less Than 10% of Their
Classrooms: 233 high schools, 53.6%

Number of High Schools With An Acceptable Use Policy For Internet Use:
214 high schools, 50% (Note: an additional 44 high schools are in the
process of developing an acceptable use policy and expect to have them
in place by January 1, 1996, bringing the total to 258 high schools or
59.3%)

Number of High Schools With Technology Plans: 399 high schools, 91.7%

(Note: Wisconsin does not mandate that school districts need to have
technology plans. This is the number that already voluntarily have
them).

Barriers To Accessing The Internet: The following were identified as
barriers to accessing the Internet for the indicated number of high
schools:

Cost/Money/Revenue Caps - 81 responses
Long Distance Call Charges - 17 responses
Need To Establish a Policy - 11 responses
Networking Structure - 7 responses
Teacher Training/Staff Development - 7 responses
Problems With The Local Phone Company - 5 responses
Equipment (ie. not enough computers) - 5 responses
Time - 5 responses
Phone Lines - 4 responses
Security Concerns - 4 responses
Administration/Board - 4 responses
Classroom Space Needs - 3 responses
Cable vs. Phone Line/Kind of Line - 2 responses
Need for a Technology Plan - 2 responses
No Local Provider - 1 response
Administration of the Internet - 1 response
Installing - 1 response

Bill Cosh
Wisconsin Association of School Boards
bcosh@wasb.org

Re: SCANS and Universal Service

Betty Dawn Hamilton (*bhamilt@tenet.edu*)
Sun, 15 Sep 1996 06:54:41 –0500 (CDT)

On Sat, 14 Sep 1996 EricElert@aol.com wrote:

> As Betty mentioned re: SCANS (Secretary's Commission on Achieving Necessary
> Skills) form the Dept. of Labor in April, 1992 has been held as a landmark
> study.

Thanks, Eric! I could not remember what the "A" stood for even though I
thought the Secretary of Labor's Commission stood for the SC. I
appreciate the clarification. You may be surprised (if you aren't a part
of the education community) that *last* year was the first year that many
educators at the grassroots levels made much to do over the report. A
colleague and I presented some staff development workshops right after it
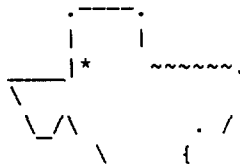came out, and obviously, no one in our groups had heard of it.

However, those in our workshops clammored for more information, addresses,
and phone numbers -- that was in Feb of '93. We had copies of the report
in the Fall of '92 because that was when we started planning the
workshops, but then WE were both users of the internet at that time. I
don't remember if we heard of it there or where we were initially
introduced to it -- perhaps it was at a conference since both of us are
active participants in such.

Sometimes it takes far too long for such research to reach those who
really need it. I feel that the Universal Service that we are discussing
will alleviate that gap to some extent. From spring 1992 until fall of
1995 is quite a time lag for important information to get to where it
belongs. Teachers tend to follow state and local guidelines as to what
they teach (since they are held accountable for those things), so I'm not
sure *who* is at fault in the delay in implementing the SCANS
recommendations.

Of course, students (and teachers) can't "select the correct technology
for a job" (as in #4 or #5 of the SCANS competencies) if hardware and
software and connectivity aren't physically available to them or if they
don't even know such exist. Perhaps the SCANS report *did* cause schools
to look more closely at providing more technology for students, and those
doing the implementing just didn't mention the SCANS.

Betty

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